

The Influence of the Principal's Transformational Leadership on Teacher Performance in Business Vocational Schools throughout Padang City

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ABSTRACT

This research aims to obtain data and information about 1) teacher performance, 2) principals' transformational leadership, 3) the influence of principals' transformational leadership on teacher performance in Business Vocational Schools throughout Padang City. The hypothesis proposed is that there is an influence of the principal's transformational leadership on teacher performance. This research is a quantitative descriptive research. With a population of 164 people and a sample determined using the Slovin formula of 66 people. The data collection tool used is a Likert scale model questionnaire which has been tested using simple linear regression data analysis techniques using the SPSS Version 29 program. The results of this research show that 1) teacher performance has been carried out well (85.00%), 2) transformational leadership the principal is already running (84.73%) and 3) there is a significant influence between the principal's transformational leadership on teacher performance in Business Vocational Schools throughout Padang City with a correlation coefficient of 0.119 and a correlation significance test of 2.670.

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1. INTRODUCTION

Education is a topic that is always interesting and relevant to discuss, especially in Indonesia. This is none other than because of the change in government which also influenced various existing policies in the education sector. So, this change also has an impact on students and educators. This is supported by the opinion of Kiranti & Wiratama (2017) that education does not just describe education, but also has broad meanings and connections regarding educators, students, actions taken in education, and even things to be achieved in education.

Teachers have a very important role and even determine the quality of education. This is because teachers directly interact with students in motivating, facilitating and playing a role in developing students' character in learning. Therefore, teacher performance must be given more attention in order to achieve the goals of quality education.

Kurnia, (2022) said that teacher performance can be interpreted as a condition that shows a teacher's ability to carry out their duties at school and describes the changes displayed by the teacher in or during learning activities. Ermita & Anisah, (2013) explain that performance is the result of a teacher in managing learning which is his responsibility to achieve predetermined learning outcomes. According to Kempa, (2015), teacher performance is the teacher's overall behavior in achieving goals in carrying out the tasks assigned to him, both as a teacher, trainer, guide, coach and student educator, so that the assignment of the main tasks can facilitate the teacher's teaching profession. . Furthermore, according to Nelitawati, (2004), teacher performance is the result achieved by a teacher from carrying out the work of a leader and managing the teaching and learning process which is his responsibility to achieve the educational goals that have been set. So, it can be concluded that teacher performance is a work

process or achievement achieved by teachers in carrying out their duties and responsibilities given during learning activities.

Teacher performance is important to improve educational goals. Performance is important to support the achievement of planned goals because performance is the result of the work process, as known by Astuti in Melayu & Sabnadi (2023), the performance of an organization requires the support of its members in the form of performance to achieve the goals that have been set. According to Muslihin (2019) stated that "teacher performance is very important to pay attention to because teachers carry out professional duties, meaning that tasks can only be carried out with special competencies obtained through educational programs".

Teacher performance can be measured from several indicators, according to Kurnia (2022) revealed 4 indicators of teacher performance, namely: quality, quantity, use of time, and cooperation. Meanwhile, according to Hartanti (2018), teacher performance indicators are: quality of work, punctuality, initiative, ability and communication. The teacher performance indicators used are Initiative, Cooperation, Skill, and Communication.

Many factors influence teacher performance in carrying out their duties and responsibilities. According to Krismon (2022), teacher performance factors consist of ability and expertise, knowledge, work design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment and work discipline. Furthermore, according to Neny Nurainy (2020), factors that influence teacher performance include: personal or individual factors, leadership factors, and team factors.

Of the various factors that can influence teacher performance is transformational leadership. Zulanda & Ermita (2022) revealed that, Transformational leadership is a form of leadership that provides opportunities, motivation and encouragement for all school parties to work based on noble values so that all school parties accept without fully participating in the process of achieving school goals. According to Nasution (2021) transformational leadership is a leadership style where the school principal is able to make changes within individuals to achieve the best performance through charisma, providing intellectual stimulation, motivation and attention to individuals. Thus, the principal's transformational leadership is the leadership applied by the principal in providing encouragement, motivation and influence to his subordinates in the form of teachers, students and parents to achieve the desired educational goals effectively and efficiently. Meanwhile, with the transformational leadership of the principal, teachers will be enthusiastic in carrying out their responsibilities and duties, and will be able to carry out their duties.

The principal's transformational leadership can be measured using several dimensions. According to Kuswaeri (2016), the dimensions of transformational leadership are visionary, change agent, self-confident, charismatic, empathetic, inspiring and intellectually stimulating. According to Robbins and Judge (2015) & Triyono (2019) there are four dimensions in transformational leadership, namely: Idealized Influence (Ideal influence), Inspiration Motivation (inspirational motivation), Intellectual Stimulation (Intellectual Stimulation) and Individualized Consideration (individual considerations).

Transformational leadership is very important for schools because good leadership is leadership towards subordinates' positive views of the work they do, Ermita (2015). If the principal's transformational leadership runs well, it will have an impact on the teacher's performance. Transformational leadership is very important for the following reasons: 1) a leader who can influence changes in his followers with the existence of improvement policies; 2) a leader who strives to care for all his followers; 3) a leader who does not instruct but motivates all his followers to make changes; and 4) a leader who can change the perspective of his followers to be able to solve problems in new ways. Consequently, transformational leadership can be understood as a method or approach that

used by school principals to persuade their subordinates to achieve desired educational goals or as a leadership model used by school principals to bring improvements in the achievement of educational goals.

Based on observations made by the author during observations at Business Vocational Schools throughout Padang City, it shows that teacher performance is still low, this is thought to be motivated by the transformational leadership of school principals which has not been maximized. The phenomena that the author found were as follows: 1) There were complaints from teachers regarding the principal not being optimal in providing attention to the school community, this can be seen from the minimal warnings given to the principal regarding teachers who arrived late so this could affect teacher performance 2) Lack of teacher motivation and inspiration in carrying out activities at school. This can be seen from the school principal who still does not provide a clear vision and inspiration. 3) There is a lack of development forum for teachers. This can be seen from the fact that there are still teachers who do not understand the use of learning media. 4) Lack of recognition and appreciation from the principal for teachers' efforts and achievements, this can be seen from the absence of a formal award system

given such as "best teacher of the month" 5) There are complaints from teachers who feel unmotivated in improving their performance, p. This can be seen from the lack of opportunities for school principals to develop themselves further, such as through training/courses or promotions. 6) The lack of communication that occurs between school principals and teachers, this can be seen from the lack of clarity in the tasks given by the school principal. 7) There are still teachers who do not use learning media that are fun for students. This can be seen from the fact that learning in class is still monotonous using the lecture method, making students feel bored. 8) There are teachers who have different work styles and approaches in completing assignments and managing the class. This can cause difficulties in reaching mutual agreements, resulting in less harmonious cooperation.

In this way, the author attempts to examine in more detail regarding 1) the performance of teachers in Business Vocational Schools in Padang City, 2) the transformational leadership of school principals in Business Vocational Schools in Padang City, and 3) the influence of principals' transformational leadership on teacher performance.

2. METHOD, DATA, ANALYSIS

The method used in this research is a quantitative descriptive research method with the aim of explaining the influence of the principal's transformational leadership on teacher performance in Business Vocational Schools throughout Padang City. The population in this study were all teachers at Business Vocational Schools throughout Padang City, totaling 164 teachers, with a total sample of 66 teachers obtained from the Slovin formula. The instrument used is a questionnaire that has been tested for validity and reliability through the use of the SPSS Version 2 application, the results are valid and reliable. Then, the research results were analyzed using simple correlation and regression analysis techniques.

3. RESULT AND DISCUSSION

Result

Description Teacher Performance Data (Y)

Data collection for the Teacher Performance variable was obtained from distributing questionnaires to 66 respondents with 30 statement items. The scores obtained from respondents for the Teacher Performance variable were spread from a maximum score of 150 and a minimum score of 30. Based on the results of data processing using SPSS version 29, the average score (mean) was 126.409, the middle score (median) was 126, the mode) of 139 and a standard deviation of 8.691. The above teacher performance data obtained can be seen from table 1 and figure 1 below:

Table 1. Frequency Distribution of Variable Y

Class Intervals	Frequency	%
135-141	15	47%
128-134	16	
121-127	18	27%
114-120	12	26%
107-113	5	
	66	100%

Source: Data Processed, 2024

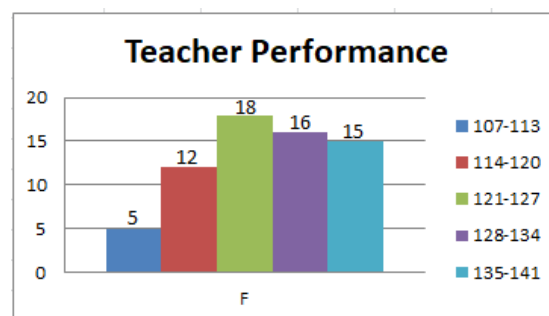


Figure 1 Histogram of Frequency Distribution of Teacher Performance Scores

To find out the average per indicator of teacher performance, see the following table:

Table 2. Level of Achievement of Teacher Performance Indicators

No	Indicators	Average	%TCR	Category
1	Initiative	4,31	86,21	Good
2	Work ability	4,18	86,23	Good
3	Cooperation	4,07	81,52	Good
4	communication	4,30	86,06	Good
Rate-rate		4,21	85,00	Good

Source: Data Processed, 2024

Based on the table above, it can be seen that the highest average score is in the initiative indicator, namely 4.31 with a percentage of 86.21%, while the lowest average score is in the cooperation indicator, namely 4.07 with a percentage of 81%. 52%. In general, the average performance score for SMKN Business teachers in Padang City is 4.21 with a percentage of 85.00%. This means that the performance of SMKN Business teachers throughout Padang City has been carried out well.

Description of Data on transformational leadership of school principals (X)

Data collection on the principal's transformational leadership variable was obtained from distributing questionnaires to 66 respondents with 30 statement items. The scores obtained from respondents for the principal's transformational leadership variable spread from a maximum score of 150 and a minimum score of 30. Based on the results of data processing using SPSS version 29, the average score (mean) was 125,621, the median was 127, the mode was 128 and the standard deviation of 10,018. The transformational leadership data obtained above can be seen from table 1 and figure 1 below:

Table 3. Level of achievement of indicators of transformational leadership of school principals

Class Intervals	Frequency	%
137-144	9	39%
129-136	17	
121-128	23	35%
114-120	10	26%
106-113	5	
98-105	1	
90-97	1	
	66	100%

Source: Data Processed, 2024

Based on table 3, the histogram is depicted as follows:

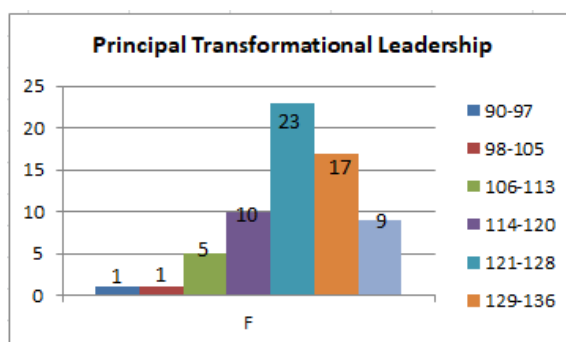


Figure 2. Frequency Distribution Histogram of School Principals' Transformational Leadership Scores

To find out the average per indicator of the principal's transformational leadership, you can see the following table:

Table 4. Level of achievement of indicators of transformational leadership of school principals

No	Indicators	Average	%TCR	Category
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1	Ideal influence	4,28	85,72	Good
2	Intellectual stimulation	4,14	82,99	Good
3	Individual considerations	4,08	81,74	Good
4	Inspirational motivation	4,22	84,5	Good
Average score		4,18	84,73	Good

Source: Data Processed, 2024

Based on the table above, it can be seen that the highest average score is found in the ideal influence indicator, namely 4.28 with a percentage of 85.72%, while the lowest average score is found in the individual consideration indicator, namely 4.08 with a percentage 81.74%. In general, the average transformational leadership score of school principals at Business Vocational Schools in Padang City is 4.18 with a percentage of 84.73%. This means that the transformational leadership of the principals of Business Vocational Schools in Padang City has been implemented well.

Hypothesis Test

Table 5. Simple Regression Test Results

Type	Unstandardized Coefficients		Standardized Coefficients Beta	t	Say.
	B	Std. Error			
1. (Constant)	88.758	12.824		6.921	<.004
transformational leadership of school principals	.300	.102	.345	2.945	.004
a. Dependent Variable: Teacher Performance					

Source: Output SPSS Versi 29, 2024

Based on the results of the regression test carried out, the constants and coefficients of the equation are obtained from column B, so that the regression equation is obtained: $Y = 8.758 + 0.300X$. So it can be concluded that the principal's transformational leadership variable (X) has a significant effect on the Teacher Performance variable (Y). Or based on the t value, it is known that the t value is $2.945 > \text{table } 1.669$. It can be concluded that the principal's transformational leadership variable (X) has a significant effect on the Teacher Performance variable (Y).

Table 6. Determination Coefficient Test Results

Model Summary				
Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.345 ^a	.119	.106	8.21958
a. Predictors: (Constant), Total_X				

Source: Output SPSS Versi 29, 2024

Based on the table above, it is obtained that $r_{\text{count}} = 0.345$ while $r_{\text{table}} = 0.239$ (N=66) (attachment 18) at the 5% significance level. Apart from that, the percentage influence of the independent variable (the principal's transformational leadership) on the dependent variable (teacher performance) or what is called the coefficient of determination (R(Square) is 0.119 or 11.9%. Thus, the contribution of the principal's transformational leadership to performance Teachers accounted for 11.9% while the remaining 88.1% was influenced by other variables not studied.

Discussion

This research aims to obtain data and information about teacher performance, principals' transformational leadership and the influence of principals' transformational leadership on teacher performance in Business Vocational Schools throughout Padang City in general in the good category. The results of data processing in this study found that the principal's transformational leadership had a significant influence on teacher performance with a significance level of 0.05 with a correlation coefficient of 0.119 and a correlation significance of 2.670 using the t-test. Below we will discuss each research objective based on the research and data processing that has been carried out.

Teacher performance is a process of teachers carrying out their responsibilities in carrying out their duties as educators. Performance, according to Nisa in (Krismon, 2021) is the completion of a task in a work process which is based on innate abilities or abilities obtained from education and the drive to succeed, to improve personal performance, and fulfill organizational goals. Employee performance is determined by the quality and quantity of work they achieve while carrying out their assigned duties.

Based on the results of data analysis, teacher performance in Business Vocational Schools throughout Padang City is in the good category, namely with a percentage of 86.21%. The highest aspect of teacher performance lies in the indicator of initiative, namely a person's character who is very positive in carrying out work, because he will always make new breakthroughs in carrying out work, so that the results are better, while the lowest aspect of performance lies in the indicator of cooperation, namely an activity in groups to work on or complete a task together. In this type of collaboration, there is usually interaction between members of the teaching group and common goals that must be achieved.

Collaboration occurs in groups of teachers who contribute to each other and respect each other. By working together, teachers can also rely on the skills or ideas of each teacher member and have trust in each other. Communication is an effort to encourage other people to interpret opinions as desired by the person who has that opinion.

The cooperation indicator consists of 8 question items, after being analyzed using the mean formula, overall it is good. However, from the 8 statement items, the lowest score was obtained, namely 4.015, which was found in the statement "I participate actively in team meetings or working groups with fellow teachers." Basically the teacher has participated well, but needs to be improved further because this average is what makes the work low. as an aspect of teacher performance.

The lack of active teacher participation can be caused by several factors, namely: lack of teacher awareness and low supervision. Teacher awareness is the teacher's sensitivity to the importance of his involvement and contribution in group discussions or meetings involving educational teams, such as teacher meetings, school committees, team meetings or work groups. Increasing teacher awareness can be done by motivating teachers, inviting teachers to participate in team meetings so they can participate actively. Team collaboration can run well if each member can do the work and has the ability to: take the initiative to discuss, seek information and opinions, propose procedures to achieve goals, elaborate opinions, conclude/summarize, test consensus, compromise and be creative in resolving differences. -differences, trying to reduce tension within the group, and expressing group feelings (Faizah, 2015). Therefore, it is important for teachers to be aware of participating in teamwork in order to achieve and create the school's vision and mission. The next factor is the low level of supervision from the school principal. Supervision is the overall activity of supervising, checking, matching, viewing, assessing and controlling all activities so that they take place in accordance with established plans and desired results (Meriza, 2018). During teacher team meetings, the principal can visit teacher team meetings regularly to see firsthand the dynamics and progress of collaboration. Additionally, team performance reports can be requested periodically to review their achievements. School principals can also form formal work teams, such as subject groups or interdisciplinary learning teams. Each team is given certain responsibilities and measurable collaborative tasks, this can increase teacher active participation in teamwork.

Transformational leadership is a form or style of leadership used by school principals to transform and influence their subordinates in making changes for the better by generating enthusiasm for work, encouraging subordinates to create creative ideas and paying attention to the needs of each individual to achieve educational goals effectively. (Murni, 2021), that transformational leadership is a leader who activates follower motivation and increases follower involvement.

Based on the results of data analysis, teacher performance in Business Vocational Schools throughout Padang City is in the high category, with a percentage of 85.72%. The highest aspect of the principal's transformational leadership lies in the indicator of the influence of ideals, namely the behavior of leaders who have strong self-confidence, a high level of determination, have clear goals, are diligent, hardworking, consistent, can provide important ideas and give rise to strong emotions towards educational organizations, while the lowest aspect of the principal's transformational leadership lies in the individual consideration indicator, namely the attitude and behavior of a person who can group and identify all the needs and skills of his followers.

Transformational leaders are expected to have wise, analytical thinking and always be aware of the needs of the groups they manage. To implement this effectively, leaders must assess their members' abilities, assign power, and provide training in addition to effectively coaching, directing, and training followers to achieve organizational goals.

The individual consideration indicator consists of 8 question items, after being analyzed using the mean formula, overall it is good. However, from the 8 statement items, the lowest score was obtained, namely 3.909, which was found in the statement "The principal facilitates teachers to take part

in training in order to improve teacher competency. "Basically, the principal has facilitated well, but it needs to be improved further because this average means that individual consideration is low as one aspect of the principal's transformational leadership.

School principals provide good training, but it is still not evenly distributed among teachers who receive this training, so this is still low. Therefore, the solution that can be implemented is for school principals to provide equal training to teachers who have not received training. In this case, the school principal can facilitate and provide ample opportunities for teachers to carry out professional development activities through various educational and training activities, whether carried out at school such as school level Subject Teacher Conferences (MGMP), professional discussions and so on or through education and training activities outside of school, such as opportunities to continue their education or take part in various activities organized by other parties. Researchers suggest that school principals should be aware of the importance of increasing teacher competency through training (Waliudin et al., 2023). By facilitating teachers in conducting training and developing teacher competency so that teacher performance increases and becomes better.

The principal's transformational leadership will have an influence on teacher performance. The teacher's success will be seen from the results of his work in carrying out the tasks given to him. This means that teachers will not be successful in carrying out their duties well without having good performance (Ermita, 2019a). The level of transformational leadership a school principal provides to teachers will influence the quality of a teacher's performance. The better the principal's transformational leadership, the better the teacher's performance. Vice versa, if the principal's transformational leadership decreases, his performance will also decrease.

Based on the research results, the simple regression coefficient value is based on the significance value: from the Coefficient table, a significant value of $0.004 < 0.05$ is obtained. So it can be concluded that the principal's transformational leadership variable (X) has a significant effect on the teacher performance variable (Y). Or based on the t value, it is known that the calculated t value of 2.670 is greater than the t table of 1.669 ($2.670 > 1.669$) so that there is a significant influence between the principal's transformational leadership (X) which has a significant effect on teacher performance (Y).

For the coefficient of determination, the R Square coefficient is 0.119. This means that 11.9% of the influence exerted by the principal's transformational leadership variable on teacher performance in this study. So, there are still other factors outside the principal's transformational leadership that have an influence on teacher performance which is 88.1%.

4. CONCLUSION

Based on the results of the research and discussion carried out in the previous chapter, it can be concluded that 1) The performance of teachers in Business Vocational Schools throughout Padang City is good with a percentage of 85.00%. 2) The transformational leadership of school principals is good in Business Vocational Schools throughout Padang City with a percentage of 84.73%. 3) There is a significant influence between the transformational leadership of school principals on teacher performance in Business Vocational Schools throughout Padang City. The magnitude of the correlation coefficient obtained was 0.119 and the correlation significance test was 2.670 at a significance level of 5%.

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